recognised schools to the population of school-going age, calculated at the usual rate of 15 per cent of the total population, was 67·9 against 62·1 in 1091. If the strength in unrecognised schools were also taken into calculation, the percentage would be 78·5 in 1092, the corresponding percentage for 1091 being 71·1. The percentages of boys and girls attending recognised schools to the boys and girls of school-going age were 48·2 and 19·7 respectively, while, if the boys and girls attending unrecognised schools were also taken into account, the corresponding figures would be 58·7 and 19·8 per cent. The total number of girls receiving instruction in recognised schools was 1,01,288. Devicolam, Shencottah, Todupuzha, Kunnatnad and Muvattupuzha are the most backward taluks in point of education and it behoves the representatives of those taluks in this Assembly to help the officers of the department in quickening the pace of educational advance in the localities referred to.

39. **English Education.**—The number of recognised English schools rose from 79 in 1091 to 86 in 1092 and their strength from 20,646 to 22,706. Of the seven new English schools started during the year, one was departmental and the remaining six private. The number of higher grade English schools increased by two, one departmental and the other private, by the opening of Form IV in the departmental Lower Grade English School, Shertalay, and in the St. Joseph's Lower Grade English School for girls, Changanachery. 72 of the recognised schools were for boys, 28 of the higher grade and 44 of the lower, and 14 for girls, 6 of the higher grade and 8 of the lower. The proposal to form an association of the Managers of private recognised English schools was approved.

40. **Vernacular Education.**—From the 1st Makaram 1093, the terms 'Secondary' and 'Elementary' as applied to English and Vernacular schools respectively have been done away with. Schools will hereafter be termed "English" or "Vernacular" according to the language in which instruction is imparted in them. The number of Vernacular schools rose to 2,373 and their strength to 3,23,725. There was one Vernacular school, recognised or unrecognised, for every 1·94 square miles, and if the Devicolam Division, which is mostly hilly and uninhabitable, be left out of account, for every 1·6 square miles. The appointment of the Deputy Director of Public Instruction to be in charge of Vernacular schools for boys has had the salutary effect of introducing greater uniformity and more systematic organisation in that branch of the department. Owing to the special efforts of the Deputy Director, educational service *pakuthi* committees have been organised throughout the State. The Range and Assistant Inspectors of Vernacular Schools for boys also did good work in securing the co-operation of the people towards the extension and renewal of school-buildings. One noteworthy event in connection with Vernacular education during the year was the sanctioning of a scheme for advanced study in the Vernacular. For the purpose of satisfying the general desire for higher education in the Vernacular and of imparting instruction in Elementary Science and Nature Study to pupils who, through poverty, are unable to secure the benefits of English education, two higher classes, VIII and IX, were arranged to be opened in the four departmental higher grade Vernacular schools at Trivandrum, Quilon, Tiruvalla and Muvattupuzha. As many as 535 pupils have attended Class VIII opened in these schools—a fact which bears emphatic testimony to the genuineness of the desire for higher Vernacular education among the people. Under the new scheme the usual School Leaving Certificate Examination will be held at the end of the course in Class VII, Classes VIII and IX being treated as continuation classes and the Vernacular Higher Examination being held at the end of the course in Class IX. Provision is made in these classes for an advanced and critical study of the Vernacular and for the compulsory study of Elementary Science, while English, History, Sanskrit, etc., are taught as optional subjects.

41. **Manual Training.**—In accordance with the scheme for the extension of Manual Training referred to in my last address, ten selected under-graduate teachers of English schools are undergoing a special course of instruction in the subject under the Organiser in Manual Training attached to the Training College. At the end of their training they will be posted, one to each of the ten Vernacular Training schools, where they will impart instruction in the subject to pupil teachers. 50 of the latter,

LIBRARY ARCHIVES Kerala Legislative Assembly

who show a special aptitude for the subject, will be continued for a second year in the Training schools, at the end of which period they will be competent to become instructors in Manual Training to Vernacular teachers. A second batch of 50 teachers will be similarly trained next, after which the under-graduate instructors will revert to English schools and teach the subject there. At present it is in contemplation to introduce Manual Training only in Classes I to IV of Vernacular schools, the lower forms of Manual Training such as paper-folding, clay-modelling and paper-cutting, being taught in these classes.

42. **Partial Recognition.**—Since the introduction of the Education Code, it has been the policy of Government to discourage unrecognised schools. It was, however, recently found that the growth of recognised schools, both departmental and private, could not keep pace with the increasing demand for education and that the unrecognised schools, however imperfectly, were supplying a real want. Government considered that under sympathetic guidance these schools might be gradually improved and brought to the level of recognised schools and therefore sanctioned a scheme of partial recognition and aid in respect of them. Under this scheme an annual bonus will be given to the unrecognised schools which conform to certain conditions. This bonus will be tenable for three years within which period the schools will have to be worked up to the standard laid down in the Education Code. 170 schools received recognition under the scheme during 1092.

43. **Mixed School System.**—Reference was made in my last address to the mixed school system under which permission was given to the admission of girls into the first two classes of boys' schools. This system has since been extended to Classes III and IV of such schools wherever necessary and convenient. The number of girls attending recognised boys' schools was 54,006 or 55·4 per cent of the total number of girls attending recognised Vernacular schools.

44. **Rural Schools.**—Though in recent years Vernacular education has practically been brought to the door of every house in the State, it is found that in certain rural areas there still exist people who, through poverty and other causes, are unable to take advantage of the facilities thus afforded. A scheme of rural schools was sanctioned in 1092 for the special benefit of such people and 15 schools with a strength of 479 were opened during the year. These schools are part-time institutions where not only instruction in the three R's, but also vocational education suited to local conditions, is given.

45. **Sanskrit College.**—A scheme for the reorganisation of the Sanskrit College was brought into force at the beginning of 1093. The institution was placed under a graduate Principal. The syllabus was revised with a view to introduce modern and critical methods of the study of Sanskrit, to give the pupils a more liberal knowledge of general subjects including Elementary Science, and to extend the study of Malayalam right up to the end of the course.

46. **Class Education.**—The policy of throwing open public schools to all classes of the subjects of His Highness the Maha Raja was steadily persisted in. The Sanskrit College was ordered to be removed to a building accessible to all classes. As many as 292 Vernacular schools for boys admitted Pulaya or Paraya pupils for the first time during 1092. Steady endeavours are being made to accelerate the expansion of education among backward communities. The following statement, showing the progress of education among Ezhavas, Mahomedans, Pulayas and Parayas during the past quinquennium, will be found interesting :—

Denomination.	1088.	1089.	1090.	1091.	1092.	Percentage of increase.
Ezhavas ...	20,724	23,895	30,790	39,224	45,429	119·2
Mahomedans ...	4,957	4,853	6,095	8,569	9,558	93
Pulayas ...	1,193	2,017	4,256	8,494	10,913	814·8
Parayas ...	1,290	1,097	1,816	2,652	4,955	284·1

LIBRARY ARCHIVES Kerala Legislative Assembly